Standard: CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers

Practice Standard: 2) Reason abstractly and quantitatively

What visual(s) will you use? Hangman diagram

Activity designed around visual --Are you adapting an activity you experienced today? How?

**Math Hangman:**

-place a hangman drawing on the board as well as an equation in this form:

\_ \_ + \_ \_ = \_ \_

-place the numbers 0 – 9 under the equation for the students to guess from

-the students will guess which digits can be placed into the equation to make it true

-if the digit they pick is not in the equation, that is 1 strike (or part of the hangman)

Ex) if a student picks 5: \_ 5 + \_ \_ = \_ 5

The students will need to use place value number sense to realize a 0 must go in the missing ones place because no other digit plus the 5 in the first number will equal a 5 in the sum. \_ 5 + \_ 0 = \_ 5

-students will continue to pick from the list of numbers by making sense of the digits.

Answer: 3 5 + 1 0 = 4 5

What questions you will ask as students are engaged in the activity to surface the mathematics?

-why did you pick the specific digit that you picked?

-are there any numbers we can get rid of by looking at the ones digits (odd/even)

-what numbers can’t be used in the tens place since we know our sum is a 2-digit number